




# IECE 524 Internship in Early Childhood

Dr. Angela D. Nagel

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(IECE 524-700) Web-Based		Asynchronous / Blackboard
<b>Student Hours:</b> Gary Ransdell Hall 1013	<b>Google Meet:</b> Set Appointments	
<b>Monday</b> 11:00-1:00	<b>Monday, Tuesday, Thursday, Friday</b> 1:00-3:00	
<b>Tuesday, Thursday</b> 9:00-11:00, 12:30-1:30	<b>Wednesday</b> 10:00-3:00	
*Students can drop by GRH 1013 and visit anytime during student hours. No appointment needed.	 *For a set appointment time via Google Meet, click and schedule <a href="#">HERE</a> .	

## Course Description:

Supervised work with children B-5, both with and without disabilities, and their families.

## Prerequisites:

SPED 523 or instructor approval

## Textbooks and Required Materials:

All required readings will be posted on Blackboard.

## Major Course Topics:

1. Early Intervention Provider Standards
2. Service and Intervention Plans
3. Evidence-Based Practices
4. Developmentally Appropriate Practices
5. Routines Based Intervention
6. Reflective Practice
7. Maintaining Progress Records
8. Learning Supports
9. Family Focused Services
10. Coaching
11. Tele Intervention
12. Teaming
13. Leadership and Family Project



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## Course Objectives:

Course objectives are part of a comprehensive program to meet KY Teacher Standards (KY), Council for Exceptional Children (CEC), Kentucky Framework for Education (KFT), and InTASC model Core Teaching Standards (InTASC).

At the completion of the activities in this course, students can:

**1. Demonstrate knowledge of special education process, procedures, case law, components of both Part B and Part C of IDEA serving both school age and early childhood students with disabilities.**

- a. KY 1.1, 10.0;
- b. CEC: 3.1, 5.5, 6.2;
- c. KFT 1A, 1C, 1F, 3A, 4D
- d. InTASC 1, 4, 9

**2. Recognize Response to Instruction (RTI) and define the special education teacher's role in RTI in each tier.**

- a. KY 1.1, 3.3, 4.2, 5.4, 7.1 8.4;
- b. CEC 4.3, 5.1. 6.2;
- c. KFT 1A, 1B, 1C, 1E, 1F, 2A, 2B, 3A, 3B, 3C, 3D, 3E, 4A, 4C,
- d. InTASC 4, 7

**3. Analyze an Individualized Educational Program, (IEP) defining Least Restrictive Environment and outlining Present Level of Progress (PLOP) in conjunction with the IEP Team Test Results.**

- a. KY 1.1, 2.1, 5.4, 8.4;
- b. CEC 4.3, 5.1, 5.5, 6.1, 6.2, 6.3;
- c. KFT 1A, 1B, 1C, 1F, 3A, 3D, 4C
- d. InTASC 1, 2, 5, 6

**4. Create an agenda for an IEP meeting to foster communication.**

- a. KY 5.5, 8. 0, 8.1
- b. CEC 4.3, 6.1, 6.3
- c. KFT 1F, 3D, 4C, 4F
- d. InTASC 9, 10

**5. Demonstrate knowledge of the major components of lesson plans (including KTIP, TWS, KY PGES, etc.) demonstrating foundational knowledge in both content in Elementary Education standards and special education instructional approaches by analyzing and creating differentiated lesson plans.**

- a. KY 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1, 5.2, 5.3, 7.0;
- b. CEC 3.1, 3.2, 3.3, 5.1, 5.6;
- c. KFT 1A, 1B, 1C, 1E, 1F, 2A, 3A, 3C, 3D, 3E, 4A
- d. InTASC 2, 3, 4, 7



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## **6. Arrange the physical layout of an effective resource room and how to schedule students for service in a resource room.**

- a. KY 3.0, 3.2, 3.3, 3.5;
- b. CEC 2.0;
- c. KFT 1B1C, 2A, 2B, 2C, 2D, 3B, 3C
- d. InTASC 3

## **7. Describe components of a) Teacher Professional Development Plan and b) Teacher Dispositions Plan/ ethics and principles and demonstrate one area of self-improvement through analysis of dispositions.**

- a. KY 9.0, 9.1, 9.2, 9.3, 9.4;
- b. CEC 6.1, 6.4;
- c. KFT 4E
- d. InTASC 9, 10

SPA aligned are: a- Council for Exceptional Children (CEC) Standards are used as the basis for state standards in Exceptional Education

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparatio%20Standards%20with%20Elaborations.pdf>

Kentucky Teacher Standards <http://www.kyepsb.net/teacherprep/standards.asp>

KFT: Kentucky Framework for Teaching:

[http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky Framework for Teaching.pdf](http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf)

InTASC standards at a glance

[http://www.ccsso.org/Resources/Publications/InTASC\\_Standards\\_At\\_a\\_Glance\\_2011.html](http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html)

## **Description of Course Assessments:**

**Key Assessment:** Teacher Work Sample (300 points)

**Teacher Work Sample (TWS):** The TWS will employ a range of teaching strategies and consider individual differences. Through this performance assessment device, the candidate will provide credible evidence of his/her ability to facilitate learning.

**Lesson Plan:** Using WKU Lesson Plan Template, students will create a standards-aligned lesson.

**Instructional Reflections:** Students will reflect on prompts given by the instructor at the beginning, middle, and end of the internship.

**Disposition Form:** A mentor or cooperating teacher familiar with the student will complete a disposition form.



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## Course Grading and Evaluation:

Capstone Project ( <i>Teacher Work Sample</i> )	Point Value
Key Assessment 5A	100
Key Assessment 6	100
Key Assessment 5B	100
<b>TOTAL</b>	<b>300</b>

**Late submission for assignments (only with instructor's permission) must be requested in writing and receive permission in writing.** Students could receive a grade of no higher than a C at the instructor's discretion. All assignments submitted after the due date will automatically default to zero. Please [click here](#) for Academic Policies for a full description of expectations related to letter grades and other pertinent information. Please communicate as soon as you can if you need further assistance.

### Cell Phone Usage

Cell Phones are to be turned off/on vibrate during class. Take care of personal needs and work to come back to the present and engage in class, when possible.

### Virtual Class Etiquette

Mute your screen when not speaking to avoid distractions.

To engage and collaborate with the class, turn on your video when possible.

Engage in a well-lighted area when possible.

Use the chat to ask/answer questions.

Click the hand raise symbol to raise hand and speak.

### Grading Scale

Final course grades will be determined using the following percentage-based scale:



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Grading Scale	
Grade	Percent
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	≤60%

## **Academic and Class Attendance Policies**

Western Kentucky University is committed to the idea that regular class attendance is essential to successful scholastic achievement. Absence is permitted only in cases of illness or other legitimate cause. The instructor believes that teachers should be diligent in their work, which includes being on time and attending class. In cases of legitimate absence from the class, the student has the opportunity and responsibility to make up for all class work missed. In case of absence for any other reason, the student will present his reason directly to the instructor prior to the start of the class to which (s) he will be absent. Because all teacher candidates are also measured on Professional Dispositions, excessive absences will result in decisions made about a Program Improvement Plan.

## **Diversity, Inclusion, and Student Support**

### **ADA Accommodation**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Sexual Misconduct/Assault Policy**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).



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Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

For further information and support you may choose to go to the Student Accessibility Resource Center: <https://www.wku.edu/sarc/>

## **TITLE IX/ Discrimination and Harassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

## **Inclusion Statement**

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences,



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cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

## **Land Acknowledgement Statement**

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (GWJØJvö Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

## **Honor Pledge**

### **Plagiarism**

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

### **Limited or Specific Use of AI Permitted**

In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as ChatGPT, Bard, HuggingChat, Jasper, Copy.ai, Anyword, etc.

However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>.



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## Additional Student Services

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the website: <http://www.wku.edu/literacycenter/>

**Writing Center Assistance:** *The Writing Center on the Bowling Green campus* will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to ([writingcenter@wku.edu](mailto:writingcenter@wku.edu)).

*The WKU Glasgow START Center/Writing Center* will be offering writing tutoring sessions as well as in person. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.





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[Kentucky Teacher Performance Standards:](#) (Link to the standards and all 174 indicators)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Courses/ Experiences EDU 250
<b>Standard 1. Learner Development:</b> The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	a. KY 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1, 5.2, 5.3, 7.0; b. CEC 3.1, 3.2, 3.3, 5.1, 5.6; c. KFT 1A, 1B, 1C, 1E, 1F, 2A, 3A, 3C, 3D, 3E, 4A d. InTASC 2, 3, 4, 7
<b>Standard 2. Learning differences:</b> The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	a. KY 1.1, 10.0; b. CEC: 3.1, 5.5, 6.2; c. KFT 1A, 1C, 1F, 3A, 4D d. InTASC 1, 4, 9
<b>Standard 3. Learning environments:</b> The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	a. KY 3.0, 3.2, 3.3, 3.5; b. CEC 2.0; c. KFT 1B1C, 2A, 2B, 2C, 2D, 3B, 3C d. InTASC 3
<b>Standard 4. Content knowledge:</b> The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	N/A
<b>Standard 5. Application of content:</b> The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	N/A
<b>Standard 6. Assessment:</b> The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.	a. KY 1.1, 3.3, 4.2, 5.4, 7.1 8.4; b. CEC 4.3, 5.1. 6.2; c. KFT 1A, 1B, 1C, 1E, 1F, 2A, 2B, 3A, 3B, 3C, 3D, 3E, 4A, 4C, d. InTASC 4, 7



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<b>Standard 7. Planning for Instruction:</b> The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<ul style="list-style-type: none"><li>a. KY 9.0, 9.1, 9.2, 9.3, 9.4;</li><li>b. CEC 6.1, 6.4;</li><li>c. KFT 4E</li><li>d. InTASC 9, 10</li></ul>
<b>Standard 8. Instructional strategies:</b> The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	<ul style="list-style-type: none"><li>a. KY 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1, 5.2, 5.3, 7.0;</li><li>b. CEC 3.1, 3.2, 3.3, 5.1, 5.6;</li><li>c. KFT 1A, 1B, 1C, 1E, 1F, 2A, 3A, 3C, 3D, 3E, 4A</li><li>d. InTASC 2, 3, 4, 7</li></ul>
<b>Standard 9. Professional learning and ethical practice:</b> The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	<ul style="list-style-type: none"><li>a. KY 9.0, 9.1, 9.2, 9.3, 9.4;</li><li>b. CEC 6.1, 6.4;</li><li>c. KFT 4E</li><li>d. InTASC 9, 10</li></ul>
<b>Standard 10. Leadership and collaboration:</b> The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.	<ul style="list-style-type: none"><li>a. KY 5.5, 8.0, 8.1</li><li>b. CEC 4.3, 6.1, 6.3</li><li>c. KFT 1F, 3D, 4C, 4F</li><li>d. InTASC 9, 10</li></ul>



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## Student Learning Outcomes:

School of Teacher Education Student Learning Outcomes								
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:								
Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
IECE 524			D (assess)			D (assess)		D (assess)

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

## Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): ("will vary" in the Core)	<u>KY Teacher Performance Standards/INTASC</u> or <u>KY IECES Standards</u>	Overall Core Program Student Learning Outcomes (number)
<b>Clinical Experiences and Assessments</b>				
Title: Lesson Plan, Video, Reflections Clinical; 250+ hours	2, 5, 7	KY 1.1, 10.0;  InTASC 1, 4, 9	CEC: 3.1, 5.5, 6.2	2, 5, 6, 8
<b>Course Experiences and Assessments</b>				
Title: Lesson Plan, Video, Reflections Clinical; ____ hours	1, 2, 5, 7	KY 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 5.1, 5.2, 5.3, 7.0;  KFT 1A, 1B, 1C, 1E, 1F, 2A, 3A, 3C, 3D, 3E, 4A	CEC 3.1, 3.2, 3.3, 5.1, 5.6;	1, 2, 3, 5, 6, 8



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		InTASC 2, 3, 4, 7		
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## ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)

**Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:** (List assessment or experience if this course includes the criteria. If none, put “N/A” and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 5(3).**)

<b>Total Number of Hours: minimum of 40</b>	
<b>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)</b>	
<b>(a) Engagement with diverse populations of students which include:</b>	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	40
2. English language learners;	40
3. Students with disabilities; and	40
4. Students from the following grade levels:	
• Elementary	40
• Middle School	
• Secondary	
<b>(b) Observation in schools and related agencies, including:</b>	
1. Family Resource Centers; or 2. Youth Service Centers	
<b>(c) Student tutoring</b>	



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(d) Interaction with families of students;	40
(e) Attendance at school board and school-based council meetings;	10
(f) Participation in a school-based professional learning community; and	40
(g) Opportunities to assist teachers or other school professionals.	5

**ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO  
EDUCATION PREPARATION  
(EPSB Program Level Requirements)  
N/A**

**Course Assessments Related to Standards:**

- [The Kentucky Academic Standards \(KAS\)](#), and/or [The Kentucky Early Childhood Standards \(KECS\)](#)
- **The Kentucky P-12 Curriculum Framework**
- **P-12 Assessment System to Guide Instruction**

Prior to graduation, every teacher candidate must be fluent in the Kentucky Academic Standards (KAS) for their content area and for literacy, must be able to deconstruct the standards into learning targets, and must be able to create formative assessments. (See Common Lesson Planning Template at end of document.) Provide descriptive evidence of meeting the following expectations of EPSB:

<b>EPSB Questions to Address regarding:</b> <ul style="list-style-type: none"><li>• KAS/KECS</li><li>• KY P-12 Curriculum Framework</li><li>• P-12 Assessment System to Guide Instruction</li></ul>	<b>Course Assessment and HOW Assessed -- Include Criteria Demonstrating Depth of Knowledge of Candidate</b>
1. How does the EPP measure a candidate's knowledge and understanding of the Kentucky Academic Standards? How does the candidate demonstrate a deep understanding of a system-wide process for designing curriculum aligned to the KAS at the school or district level?	Lesson Plan, Video, Reflections, Disposition Form (SLO aligned rubrics on file with STE)
2. Briefly describe how candidates use the Kentucky Academic Standards and appropriate assessment data to guide instruction.)	Vertically aligned instruction
3. Describe how candidates use the Kentucky Academic Standards in lesson plans? (To what extent did the EPP provide evidence of candidates' use of the KAS framework in lesson plans?)	Lessons are built around standards (at top of lesson plan)



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4. Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward P12 student mastery of the Kentucky Academic Standards.	Lesson Plan, Video, Reflections, Disposition Form (SLO aligned rubrics on file with STE)
5. How does the candidate demonstrate understanding of how a school/district implements the curriculum at the school and classroom level?	Disposition Forms from cooperating teacher
6. How do candidates learn about the state's assessment system for student learning and how that influences their instruction and assessment of their students?	Lesson Plan, Video, Reflections, Disposition Form (SLO aligned rubrics on file with STE)

**Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation:**

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	
Assessment #2: Other Assessment of Content Knowledge	
Assessment #3: Assessment of Professional Capabilities	
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	
Assessment #5: Measure of Candidate Assessment Proficiencies	
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	



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## WKU School of Teacher Education Lesson Plan Template

Name \_\_\_\_\_ Date of Observation \_\_\_\_\_

Ages/Grades of Students \_\_\_\_\_ #Number of Students in Class \_\_\_\_\_

# of Students having IEP/504 \_\_\_\_\_ # of Gifted Students \_\_\_\_\_ # of Students having LEP \_\_\_\_\_

Lesson Title: \_\_\_\_\_

### 1. Context: Describe the Students for which this Lesson is Designed

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. *Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.*

### 2. Learning Target(s)/Objectives Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.

- Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM/NGSS/NAAEE standard(s)
- Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM/NGSS/NAAEE standard(s)
- Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM/NGSS/NAAEE standard(s)

### 3. Students' Baseline Knowledge and Skills

Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.

### 4. Formative Assessment

Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. *The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.*

### 5. Resources

Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.

### 6. Lesson Procedures

Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. *Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.*

### 7. Reference

Identify the evidenced based resource(s) this activity was retrieved from using APA format.

### 8. Watch for -----

Identify anything that you would like specifically observed during this lesson. *What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order*



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*thinking, higher level questioning, collecting assessment data, managing transitions, coNnecting to prior learning, etc.)*